



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**“MEJORES PRACTICAS PARA LA ENSEÑANZA Y
APRENDIZAJE DEL INGLES COMO LENGUA
EXTRANJERA EN EDUCACION BASICA. UN ENFOQUE
COMUNICATIVO E INTERCULTURAL”.**

GENERACION 9 2020-2021

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO
LENGUA EXTRANJERA, MODALIDAD EN LÍNEA**

PRESENTA:

LIDIA VIRGINIA IBARRA MARTINEZ

ASESOR: NORMA SUSANA RIVERA HERRERA

México, DF. a 13 DE JUNIO DE 2021

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

EDUCATIONAL INTERVENTION PROPOSAL

**“BEST PRACTICES FOR TEACHING AND LEARNING
ENGLISH AS A FOREIGN LANGUAGE IN BASIC
EDUCATION. A COMMUNICATIVE AND
INTERCULTURAL APPROACH”.**

GENERATION 9 2020-2021

RECEPTIONAL ASSIGNMENT

TO OBTAIN DIPLOMA OF

SPECIALIZATION IN ENGLISH LANGUAGE TEACHING AND LEARNING

PRESENTER:

LIDIA VIRGINIA IBARRA MARTINEZ

TUTOR: NORMA SUSANA RIVERA HERRERA

México, DF. JUNE 13TH, 2021

**DECLARACIÓN DE AUTENTICIDAD DE TESIS O TRABAJO RECEPCIONAL
PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD PEDAGÓGICA NACIONAL**

Declaración de Originalidad
de Tesis o Trabajo Recepcional de Posgrado

**C. RECTOR(A)
DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL
PRESENTE:**

Me dirijo a usted en mi carácter de autor(a) original del documento descrito al calce, mismo que presento como parte de los requisitos académicos establecidos para obtener el diploma o grado académico que me corresponde, de conformidad con el Reglamento General de Estudios de Posgrado, los Acuerdos del Consejo de Posgrado y las disposiciones del Instructivo de Operación del programa académico de posgrado en que he estado inscrito(a).

En apego al inciso d del Artículo 42, del Reglamento General para Estudios de Posgrado de la Universidad Pedagógica Nacional, que establece que la Coordinación de Posgrado —por acuerdo del Consejo de Posgrado— será competente para aplicar la sanción de baja definitiva en el caso de que el estudiante: "Presente como propios trabajos académicos que no son de su autoría entre ellos artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor", suscribo esta declaración con la finalidad de manifestar a usted —y a quien corresponda— que he redactado mi documento de tesis o trabajo recepcional de manera original en todas y cada una de sus partes.

El documento en cuestión es un trabajo original, en español, no publicado ni presentado a esta ni a otra institución como tesis o trabajo recepcional previamente. Es producto original de mi autoría exclusiva y no contiene citas ni transcripciones ni ilustraciones diversas sacadas de cualquier tesis, obra, artículo, memoria, etcétera (en versión digital o impresa), sin haber mencionado en mi documento de forma clara y exacta su origen o autor, tanto en el cuerpo del texto, figuras, cuadros, tablas u otros que tengan derechos de autor. Asimismo, manifiesto que no he cedido los derechos patrimoniales ni he otorgado autorización a otra persona física o moral que se considere con derechos sobre el trabajo en cuestión.

En caso de existir alguna impugnación con el contenido o la autoría de mi trabajo recepcional o tesis, toda responsabilidad será exclusivamente mía. En este sentido, soy consciente de que el hecho de no respetar los derechos de autor y cometer plagio, son objeto de sanciones universitarias y legales de acuerdo con la normativa vigente.

Datos de identificación de quien suscribe y del documento en cuestión.

Título del trabajo recepcional o tesis:	MEJORES PRACTICAS PARA LA ENSEÑANZA Y EL APRENDIZAJE DEL INGLÉS COMO LENGUA EXTRANJERA EN EDUCACIÓN BÁSICA.		
Tipo:	<input checked="" type="checkbox"/> Trabajo recepcional	<input type="checkbox"/> Tesis	
Presentado para obtener el grado de:	<input checked="" type="checkbox"/> Especialidad	<input type="checkbox"/> Maestría	<input type="checkbox"/> Doctorado
Programa de posgrado:	EEAILEE	Tutor(a), Asesor(a) o Director(a):	NORMA SUSANA RIVERA HERRERA
Nombre completo del(la) autor(a):	LIDIA VIRGINIA IBARRA MARTINEZ		
Matrícula:	200926034		
Domicilio:	PERLA 553 VILLA MARINA COTO DIAMANTE		
Teléfono:	6691493248		
Correo electrónico:	200926034@G.UPN.MX		

Atentamente,
Ciudad de México a 13 de Junio de 2021.

LIDIA VIRGINIA IBARRA MARTINEZ
Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

CP Tutor(a), Director(a) o Asesor(a) de la tesis o trabajo recepcional: NORMA SUSANA RIVERA HERRERA
Coordinación de Posgrado UPN
Facultadente en el Programa Educativo.

TABLE OF CONTENTS.

	Page.
INTRODUCTION.....	4
CHAPTER 1: PHILOSOPHY AND THEORY.....	5
1.1 MY TEACHING PHILOSOFY	5
1.2 THEORIES UNDERLYING MY TEACHING PRACTICE.....	7
CHAPTER 2: METHODOLOGY AND PRACTICE.....	9
2.1 AN INTEGRATED SKILLS, COMMUNICATIVE AND INTERCULTURAL BASED LESSON PLAN.....	9
2.2 ASSESSMENT THEORIES AND PLAN RATIONALE.....	18
2.3 CLASS MATERIALS AND EVIDENCE.....	24
2.4 ASSESSMENT TOOLS REFLECTIONS.....	26
2.5 CLASS RECORDINGS.....	29
CHAPTER 3: EXPERIENCE REPORT	30
CHAPTER 4: CONCLUSIONS	31
CHAPTER 5: APPENDIXXES AND REFERENCES	32
5.1 STUDENTS EVIDENCE.....	32
5.2 BIBLIOGRAPHY	46

INTRODUCTION.

"I'm not a teacher, but an awakener".

Robert Frost.

Teachers have tendencies and preferences when it comes to decide what teaching strategies to use in the classroom or how to design the learning sequences or learning environment for students, this is because all teachers have a set of beliefs regarding teaching and learning, it is built up from several aspects, from our previous learning experiences, to teaching development (knowledge of theories), and from the normative of the school and government requirements (if they work in public schools) to personal traits and education, teachers will be influenced by all these all the time; that is why in order to construct a solid and strong teaching philosophy teachers need to be well aware these factors.

In this project the sum of all these characteristics will become the building blocks for the development of a personal Methodology and the design of a lesson plan that involves all necessary steps and activities to fully achieve a positive outcome of the students.

After first presenting a Teaching Identity Philosophy and the Theoretical concepts and approaches to Language, Language Learning and Teaching that support this project, an integrated skills lesson plan for Secondary School students will be presented which is based mainly in The Communicative Approach, Sociolinguistics and the development of Intercultural Competence which is one of the most contemporary findings in language learning, Culture is important.

To know all these proposals is crucial for language teachers because having all these background theories will permit them to be aware of the characteristics of all the factors that affect language learning processes and therefore it can be of great aid for teachers planning and practice.

Finally, some evaluation theories that support the plan as well as the evaluation processes that were applied specifically to the it will be presented, the outcomes and conclusions after having applied the plan will be discussed in the final parts of the present project.

CHAPTER 1. PHILOSOPHY AND THEORY.

1.1 MY TEACHING PHILOSOPHY.

The approach to Second Language Learning with which I feel that I lean toward in a more regular basis would be **The communicative approach (CLL)**; I work with the National Mexican Secondary Curriculum and this is the approach that it uses; where language is seen as a communicative and of social construction act; the learning of the language is therefore constructed by the users through **Social Practices of the Language**, and what **Halliday** called **The functions** of the language and also the development of **Intercultural communicative skills (Byram's model of Intercultural competence: savoirs)** in order to become a better communicator; Having this as a base I build learning environments and design learning tasks that have as a priority to foster the actual **use of language in a certain context usually based on real and natural language**; my main concern is that learners develop their productive skills, speaking and writing although I give even more importance to oral production.

I feel that my beliefs regarding teaching and learning are based on several experiences and the knowledge that I now have after having finish all modules of the EEALIEE Specialty, because although I already used some of these approaches and methodologies I didn't have the whole outlook of theories and authors from where these specific strategies derived from; **my main goal now is to promote cognitive skills and different types of communication competences** (Language form and Pragmatic knowledge: from grammatical and textual to functional **and sociolinguistic, Intercultural and strategic competences**) through tasks that let students construct and **intake** knowledge, in this case the ability to fully communicate in English.

The following are a list of my teaching principles:

1) Always put students physical and mental well-being first; to avoid all sort of bullying is fundamental as well as to keep a close contact with the school's social work and psychology department so that we are aware of the student's family environmental and personal problems. Also, to promote positive **attitudes and values** such as **empathy, respect, curiosity, responsibility, resilience and openness towards learning the language but also our own and other's people culture and beliefs.**

2) We are reality designers; Language is more than just words; language is a tool from which we construct and understand our reality, as well as we make ourselves understood by others, we construct social meaning and therefore language teaching and learning should always aim at developing **oral communicative, pragmatic and Intercultural proficiency**, yet all four language skills should be promoted.

3) Teachers should organize learning environments and experiences that promote **motivation and the development of Learning Strategies** (Learning to learn, learning skills) as well as plan learning sequences that **include tasks that appeal to all learning styles and that are correctly sequenced.**

4) Organization and Adaptation are crucial; We should organize teams in advance, especially for large classes, also we need to establish routines so that organization of activities doesn't take as much time; and we should adapt when we are in the development of a class and something planned is not making the outcome that we expected, we should always have back up plans and **reflect on those situations**, so that we can better anticipate and re-plan.

5) Evaluation and Assessment should be mainly formative; We need to establish evaluations that focus on the process that is taking place while our students are practicing language; this is because this will help us teachers provide feedback and to analyze results so that we can do the proper adaptations to our learning sequences.

6) As teachers we should continue learning and updating ourselves within the most relevant and contemporary Approaches and Methodologies regarding Education and most importantly Second Language Learning and Teaching, in doing so we might have a better understanding of the teaching- learner process and also, we would broaden our set of skills and strategies to Language Teaching.

1.2 THEORIES UNDERLYING MY TEACHING PRACTICE.

The approach to Second Language Learning selected for this planning was **The Communicative Approach (CLA)**; where language is seen as a communicative and social construction act; the learning of the language is therefore constructed by the users through **Social Practices of the Language (SEP:2006)**, and what **Dell Hymes (1971)** called **Communicative competence**, he states that language is more than grammar, words and sounds it is also about social knowledge of when and how to use language appropriately; This plan was also based in the development of **Intercultural communicative skills** proposed by **Byram's model of Intercultural competence (savoirs) (Byram, M., Gribkova, B., & Starkley H. 2002)**

The sequence of the objectives was developed according to **Bloom's taxonomy rank of cognitive tasks (1959)**, starting from **knowledge (identification of facts) to comprehension (summarize, contrast) to apply (use)**.

Having these theories as a base, learning tasks are designed to have as a priority the fostering of the actual **use of language in a certain context usually based on real and natural language**; the main concern is that learners develop their productive skills, speaking and writing although an emphasis in oral production is promoted in the final **projects/activities**, in this case a dialogue and an oral presentation.

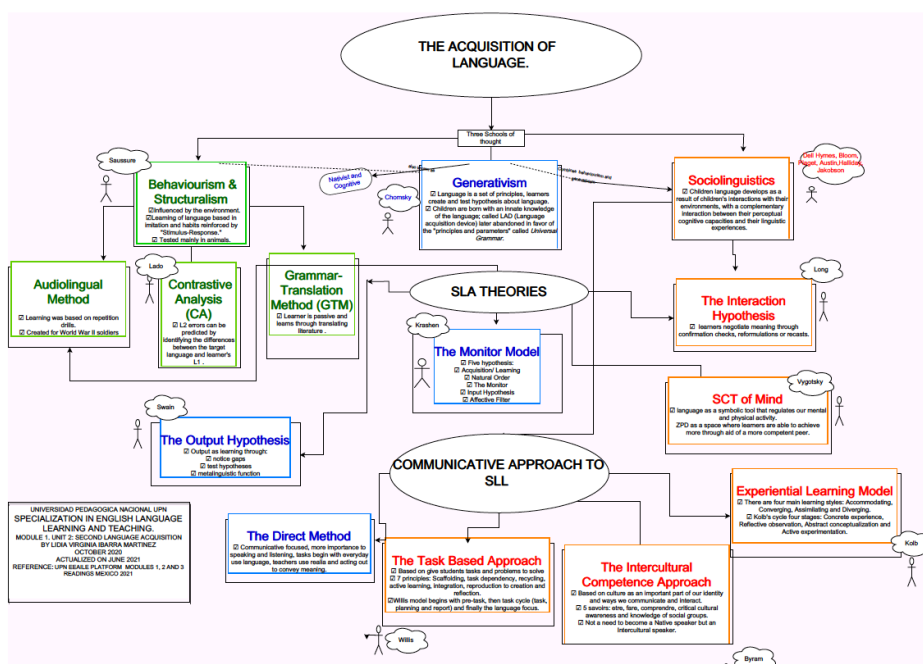
Under this focus to language teaching and learning the **role of the student** changes from being no more than a passive receiver of the knowledge to have an active role, where he or she has to use their cognition and **learning strategies** to socially construct **knowledge** with which they would be able to solve the tasks presented (use the correct word/vocabulary) and hopefully develop **intake**.

The planning consists of three stages, opening where past knowledge or **schema** is reviewed, this also builds up students' interest for the topic, then there is the development part where vocabulary and grammar to be used is presented, then students practice and or apply it to certain tasks and finally the closure stage where students regularly produce some language or mini dialogues in **groups or pairs**; in this case that students are not receiving face to face classes, pair or group work is different because sometimes they can't log in to virtual classes and they have to work with their families or by themselves.

The plan's unit/topic is developed throughout three weeks' worth of classwork, when students finish the three sessions, students develop a **project (oral presentation)** where they apply the language functions acquired, Group or teamwork is often times promoted in this phase, making use of the **Vygotsky's Zone of proximal development or ZPD**, this theory focuses on what the student can do under the guidance of a more expert peer. **(Vygotsky;1978) although** sometimes it becomes difficult with such large classes, however previous organization of teams can facilitate things, for this plan students work in pairs for a final activity of session one, but on their final project they will present the video individually.

Some of the materials used were **authentic materials**, (Nunan 1988) YouTube videos that were created for different purposes than teaching English as a Foreign Language and other **text and listening input** were selected from the student's textbook as well, the interaction with all these materials and technology such as **Facebook, Kahoot and Zoom platforms** allowed the students to have very real and contextual facts and information as well as to listen and watch language being talked by native speakers.

The development of different language acquisition and language learning theories has been evolving, in the next diagram, a presentation of the most studied ones and their most important characteristics as well as their authors or main developers will be summarized.



For a better look at the diagram, please log into:

<https://drive.google.com/file/d/1Li22dwq0tIYCqjzNR8IxzMnNuwR2OJbv/view?usp=sharing>

CHAPTER 2. METHODOLOGY AND PRACTICE.



2.1 AN INTEGRATED SKILLS, COMMUNICATIVE AND INTERCULTURAL BASED LESSON PLAN.

1. Lesson plan identification cell.			
Author	Lidia Virginia Ibarra Martinez		
Educational stage	Level: A1- A2		
Title of your Lesson plan	Comparing Cultural Aspects		
Learning Objective of the plan/Competency	<ul style="list-style-type: none"> - MAIN OBJECTIVE: To identify some relevant cultural facts about USA, UK, Japan. - Identify the concept of Intercultural awareness and main vocabulary of the literary essays that will be presented during the unit (about culture) - Identify differences in the vocabulary of American and British English. - Use the appropriate term/word for American or British scenarios. - Identify general meaning, main ideas and details of literary essays (about culture). - Summarize cultural information into comparative charts. - Contrast and correlate cultural information using written sentences and charts. - Create a video presentation about cultural aspects using summarized information in a chart. 		
Communicative skill considered	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> - Listening - Speaking </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> - Writing - Reading </td> </tr> </table>	<ul style="list-style-type: none"> - Listening - Speaking 	<ul style="list-style-type: none"> - Writing - Reading
<ul style="list-style-type: none"> - Listening - Speaking 	<ul style="list-style-type: none"> - Writing - Reading 		
Functions	To compare / contrast information about different cultures.		
Main Grammar structure	<p>1- Modals: <i>would</i> and <i>could</i> for polite requests.</p> <p>2- The simple present used for general or main information/facts about cultural aspects of countries.</p> <p>3- The simple past used for telling specific details about information/experiences about cultural aspects of countries.</p>		
Other Grammar structures	Conjunctions: " <u>both... and</u> " for correlating cultural aspects; and " <u>while</u> " for comparing and contrasting cultural aspects.		

Brief description of the plan	<p>This lesson plan is about discovering intercultural awareness and cultural aspects of some countries and then to be able to make contrasting sentences to describe similarities or differences amongst them.</p> <p>This lesson plan will be executed within two modalities: Asynchronous and synchronic classes via Zoom meetings (due to the COVID-19 pandemic)</p>
-------------------------------	--

Hours of the plan implementation	<p>-Implementation: 3 weeks Asynchronous class of 20 minutes and synchronic zoom class 40min per week.</p> <p>TOTAL: 3 hours 3 sessions.</p>
Number of sessions	3 sessions.
Materials required for the lesson	<ul style="list-style-type: none"> - WhatsApp for video recorded classes. - Facebook platform - Zoom platform for online sessions - YouTube Videos - Kahoot
Link of the content	https://youtu.be/sg_YlqqprB4
EEAILE tutor online	Norma Susana Herrera Rivera

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students' activities	Session number
<p>Activation of Schema</p> <p>-Before the lesson</p>	<p>Teacher activates previous knowledge through the use of a Facebook forum where T posts activating questions for students to comment on at the beginning of each week.</p> <p>Session 1: What are these people doing? They're _____.</p> <p>a) greeting each other. b) kissing c) crying</p>  <p>Session 2: Do you know how to play cricket?</p>  <p>Session 3: <i>Do you think tips are important for the waiter or waitress after giving you a service at a restaurant? Why?</i></p>	<p>Ss log into Facebook forum and comment their ideas.</p> <p>With this pre-activity questions ss post their knowledge about the topic and become interested in the following parts of the class.</p>	<p>1, 2 and 3</p>
<p>Set the objective or competencies of the lesson</p>	<p>Teacher presents the learning purposes of the Unit 8: Comparing Cultural Aspects.</p>	<p>Ss copy them on their notebooks.</p>	<p>1</p>

3- Communicative skills development


Listening.

1st objective: Identify general meaning, main ideas and details of literary essays (about culture).

- 2nd objective: Contrast and correlate cultural information using sentences and charts.

Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
<p>Information processing</p> <p>Language focus.</p> <p>Activity 2</p>	<p>T reads for the first time; then, presents grammar focus: Simple present and simple past use in essays.</p> <p>T reads the text for the second time and emphasizes with a different intonation the simple present and simple past sentences.</p>	<p>SS listen to the teacher reading the essay and then after having understood the language focus, ss underline (while listening) with color blue the main ideas and facts about USA and UK (simple present), and underline with color red specific details or experiences that the person lived. (Simple past)</p> <p>SS Copy the Language Focus 1 use and form and the examples.</p>	<p>SS book</p> <p>Yes, we can 2 page 68</p>	2	<p>SS underlined the correct sentences on their books.</p> <p>Bottom-up processing listening for details present and past tense (Richards 2008)</p>
<p>Information Processing Charts as summarizing tools questions.</p> <p>Language focus.</p> <p>Activity 3:</p> <p>Audio: Two</p>	<p>T has ss analyze the comparative chart on page 69 by asking reflection questions about the details on the chart.</p> <p>T makes sure ss understand that charts can be used for summarizing information.</p> <p>T presents</p>	<p>SS answer some questions reflecting on the use of charts for summarizing information.</p> <p>SS Copy the Language Focus 2 use and form and the examples.</p>	<p>SS book page 69</p> <p>Listening track 18. https://drive.google.com/file/d/1LL-derdu3OXm-zgckE5IC6HBZlddUlwC/viaw?usp=sharing</p>	2	<p>SS complete the blanks with the correct information from the listening.</p> <p>1- In the US they play _____ and _____ while in the UK they play _____.</p> <p>2- In the UK they drive _____ while in the US they drive _____.</p> <p>3- _____ the British watch shows _____ Americans watch _____.</p> <p>4- _____ the US and UK share the _____.</p> <p>5- _____ Americans say, "French fries" the British say _____.</p>

students present the comparative chart in an audio presentation.	Language focus about the use of the Conjunctions: <u>while</u> , for contrasting and <u>both</u> for correlating some cultural aspects between USA and the UK.	SS complete the blanks of the sentences with the correct cultural information that appears in the audio (about the chart.) (guided practice)			
<p>Reading.</p> <p>1st objective: Identify differences in the vocabulary of American and British English.</p> <p>2nd objective: Use the appropriate term/word for American or British scenarios.</p> <p>3rd objective: Summarize cultural information into comparative charts.</p>					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Information processing activity 2 (Introductory week)	Teacher presents a Kahoot game to review vocabulary learnt (British and American English)	Ss select the correct answers on the game.	https://kahoot.it/challenge/03394094?challenge-id=21e9b839-8efe-449a-bcce-75dab126a7ca1615949646896	1	SS answers on the game.
Language Focus. Activity 4 (introduction week)	T explains in a video class the use of modals could and would for polite requests and asks ss to imagine they travel to either country, and have to complete the short dialogues with the correct vocabulary.	SS copy the Language focus on their notebooks. SS write/complete the short dialogues on their notebooks. And read them aloud once they finished at least two times to practice for the final	Dialogues: Scenarios: 1-In a restaurant... a) What would you like to eat? b) Hmmmm, I would like a hamburger with some lemonade please. 2-In the clothes store.... a) Excuse me; could you show me that red medium size? Please. b) Yes of course; these _____ are very nice; would you like to try them? 3-In the car... a) Would you like to go shopping? b) Yes, I'd love to but first let's fill the _____-station to fill up the tank. 4-sports... a) Would you like to watch Manchester United game on Friday? b) Yes; the Manchester United favorite team!	1	SS complete the dialogues on their notebooks with the appropriate vocabulary

	(Either British or American English)	activity.			. (word/term)
Information processing Activity 6	<p>T presents an essay called "Cultural differences between Japan and the USA" (T reads it aloud and then ss read it aloud too)</p> <p>Then T presents a blank comparative chart with specific cultural aspects that ss have to find in the text about Japan and USA.</p>	<p>SS read and then try to identify the missing cultural information of the chart.</p> <p>Reading strategy: Scanning the text for specific info (HD Brown 2007)</p> <p>SS complete the chart.</p> <p>Here ss develop cultural awareness of different aspects of Japan and the USA by identifying and then summarizing the differences in certain cultural aspects in the chart.</p>	<p>SS book yes, we can 2-page 70</p> <p>Chart:</p> 	3	SS fill in the blanks of the chart. Summarize information of an essay.
Final Unit 8 formal assessment		SS select the correct answers after reading the questions.	https://create.kahoot.it/details/489d1855-799e-473b-b6a1-cc7952a52c77	3	Total of points of evaluation.


Writing:
1st objective: Identify the concept of Intercultural awareness and main vocabulary of the literary essays that will be presented during the unit (about


culture)

2nd objective: Identify differences in the vocabulary of American and British English.

3rd objective: Summarize cultural information into comparative charts

4th objective: Contrast and correlate cultural information using written sentences and charts.


Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation																						
<p>Information processing activity Before the lessons. Students activate schema.</p> <p>Activity 1 of Introduction week</p> <p>Activity 1 and 5 of development weeks.</p> <p>Cultural awareness</p>	<p>Teacher presents ss with a video about intercultural awareness and ways to foster it.</p> <p>T presents a video class and explains the particular vocabulary needed for the essays of the unit.</p>	<p>SS watch the video and classes about the concept Intercultural Awareness and also about vocabulary needed and identify words with the pictures shown.</p>	<p>Video: https://youtu.be/sg_YlqqprB4</p>	1,2,3	<p>SS writing of the vocabulary (glossaries) on their notebooks, creating vocabulary lists.</p>																						
<p>Activity 2 (of introductory week)</p> <p>Intercultural attitudes</p> <p>-Vocabulary of British and American English.</p>	<p>Teacher explains to ss that even if countries speak the same language, they sometimes name the things differently and presents a video where students are able to identify some items in both British and American English.</p>	<p>Ss realize that even with the cultural aspect of language people in different countries may have different ways to call things.</p> <p>(developing intercultural awareness Byram's model of Intercultural competence savoir apprendre/faire 2002)</p>	<p>Video https://youtu.be/vTSdnhBtQUM</p>	1	<p>Completion of a chart.</p>  <table border="1"> <thead> <tr> <th>Britain (UK)</th> <th>USA</th> </tr> </thead> <tbody> <tr> <td>1-football</td> <td>1-</td> </tr> <tr> <td>2-</td> <td>2-chips</td> </tr> <tr> <td>3-chips</td> <td>3-</td> </tr> <tr> <td>4-</td> <td>4-pants</td> </tr> <tr> <td>5-pants</td> <td>5-</td> </tr> <tr> <td>6-</td> <td>6-gas</td> </tr> <tr> <td>7-biscuit</td> <td>7-</td> </tr> <tr> <td>8-</td> <td>8-trunk</td> </tr> <tr> <td>9-jumper</td> <td>9-</td> </tr> <tr> <td>10-</td> <td>10-high school</td> </tr> </tbody> </table>	Britain (UK)	USA	1-football	1-	2-	2-chips	3-chips	3-	4-	4-pants	5-pants	5-	6-	6-gas	7-biscuit	7-	8-	8-trunk	9-jumper	9-	10-	10-high school
Britain (UK)	USA																										
1-football	1-																										
2-	2-chips																										
3-chips	3-																										
4-	4-pants																										
5-pants	5-																										
6-	6-gas																										
7-biscuit	7-																										
8-	8-trunk																										
9-jumper	9-																										
10-	10-high school																										

<p>Contrast cultural information using sentences and charts.</p> <p>SS guided production.</p> <p>Activity 4: Add another part to the chart about Mexico. And write comparative sentences.</p>	<p>T asks ss to copy the chart on their notebooks but this time they have to add an extra column about Mexico.</p> <p>And finally, they write five contrasting sentences (about Mexico and the other two countries) using both and while.</p>	<p>SS add an extra column for completing about Mexico and write about the differences and similarities between Mexico and USA and UK.</p> <p>(asynchronous activity, Homework)</p>	<p>Chart</p>  <p>Guided production on sentences</p> <p>1- Both the US and Mexico play _____ _____, while in The UK they also play _____ _____.</p> <p>2- Both Mexico and The US drive on the _____ _____, while in the UK they drive _____ _____.</p> <p>3- While the British and Mexicans watch _____, _____ The Americans watch _____.</p> <p>4- While Americans and British speak _____, _____, Mexicans speak _____.</p>	<p>2</p>	<p>Rubric. About the characteristic of the writing of the sentences.</p>
<p>Activity 7 Controlled writing production.</p> <p>(SS practice following patterns Hyland 2002)</p>	<p>T presents sentences prompts so that ss complete about USA and Japan. So that ss may contrast the summarized information on the chart previously made.</p>	<p>SS write contrasting sentences about USA and Japan, using conjunctions while and both.</p>	<p>Guided production:</p> <p>1- In Japan people are _____ _____. While in the USA people are _____ _____.</p> <p>2- Japanese _____</p>	<p>3</p>	<p>SS completion of the sentences on their notebooks.</p>

			people move out of parent's house when they _____ _____ while Americans move out of parent's house when they _____ _____ _____ 3-American's culture is more _____ _____ while Japanese culture is _____ _____. 4-While people in Japan find satisfaction in _____ _____, people in USA find satisfaction in _____ _____. 5-Both Japan and USA are _____ _____ and _____ _____ cities.		
--	--	--	---	--	--

Speaking:
 1st objective: Use the appropriate term/word for American or British scenarios.
 2nd objective: Create a video presentation about cultural aspects using summarized information in a chart.

Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Closure of session 1: Final Activity SS guided production.	T will ask ss in a zoom session to say the mini dialogues aloud, according to the country (flag that the teacher shows up) and use the appropriate vocabulary word.	SS will log into a virtual session and complete the conversation using the appropriate vocabulary (American or British).	Mini dialogues templates and flags. (USA and UK)	1	Rubrics for speaking performance. (Intelligibility: stress, rhythm and intonation)

Mini dialogues.		If ss can't log in, they will send a video or audio saying the two mini dialogues in the UK and two in USA			Brown HD 2007)
Closure of session 3: Final activity SS guided production. Cultural aspects oral presentation videos.	T presents the two charts previously studied and another extra chart summarizing the difference between "Día de los Muertos" and Halloween; and proposes ss for the final activity to create an oral presentation talking about the cultural differences of one of the charts.	Ss choose a chart and create an oral presentation of the cultural differences of their chosen countries and cultural aspects in a video so that they talk about several cultural aspects of the chosen countries. H.W Asynchronous activity.	Previous ly studied charts. 	3	Rubrics for speaking performance. (Intelligibility: stress, rhythm and intonation Brown HD 2007)

2.2 ASSESSMENT THEORIES AND PLAN RATIONALE.

Evaluation is an activity that teachers have to use in order to identify our students' capacities and abilities with a certain content, we evaluate through different types of evaluating tools, whether we use formal or informal tests to apply a **summative evaluation** which is often times done at the end of each unit or trimester (a specific time period) to identify the students' level of ability and to determine an average for the official grading cards, or we are continuously evaluating the process of learning through **formative evaluation** assessment tools/tasks, like guided practices and activities that also help the teachers and the students identify their current capacities but the difference is that assessment strategies are often times applied in an informal manner, and feedback is given in the moment while checking correct answers; this type of evaluation is crucial because it is done on daily bases and it can provide teachers and students with several benefits if feedback is done in a positive and correct way; instant student motivation for example.

According to Brown (2004) There are five principles for designing and implementing good quality tests:

- **Practicality:** not too expensive, meet time constraints, easy to administer, follow an accurate scoring procedure (whether **objective or subjective: rubric scoring**)
- **Reliability:** consistent and dependable.
- **Validity:** a test should measure something in particular and the testing activities should go in accordance with this objective of evaluation; we need to consider content validity (targeted skill, select appropriate items and content), criterion-related validity (pre-specified criteria), construct validity, consequential validity and face validity.
- **Authenticity:** simile of an authentic real-life situation or context.
- **Washback:** the impact of the testing for the teaching practices and on the students learning.

Teachers should have all these principles in mind in order to design well balanced testing or assessment tools and tests, it is also important to identify global standardized descriptors of language proficiency like the ones provided by the Council of Europe “Common European Framework of Reference for Languages” (CEFR) so that teachers have a point of reference for student’s performance and level (from A1, A2, B1, B2, C1 to C2); Finally, there are plenty of Standardized Language Tests provided by several International institutions like Cambridge (First, Advanced, Proficiency, IELTS), Trinity College (TESOL), English Testing Services (TOEFL), and SEPA Inglés all of which certificate your current English proficiency and also with this certification you are able to process the Certificación Nacional de Nivel de Idioma CENNI with SEP Mexico.

Teachers also need to be aware of the differences between Traditional Assessment (TA) or Performance based Assessment (PBA) which is usually for more advanced students as it according to O’Malley (2008) assesses productive skills (Constructed response, higher order thinking, integrative, process, etc.)

Kuhlman, N (2008) presents four Quadrants for collecting information for an assessment; 1, Observation of the Process, 2. Observation of the product, 3- Classroom Measures and Decontextualized Measures.

In the following lines some specific evaluating tools regarding each of the language skills plus vocabulary and grammar will be explained, these tools/activities or techniques can be

used with either formal or informal, summative or formative, traditional or Process based evaluation types. Brown (2007) and Ramirez (1995):

Traditional Assessment tools: Multiple choice, True/False, Dictation, Cloze, Completion.

Process Based Assessment tools: listen to a story, conversation about a passage, questions, summary, formulate questions, suggest a title, carry actions and **Portfolios** (planning, information gathering, analyzing and interpreting and finally decision and reporting stage).

Alternative assessment. (Ghaith 2002): **cooperative learning assessment**, founded on the principles of positive interdependence, individual accountability, face to face interaction, interpersonal skills, group skills. This approach proposes groups of four where one student is the runner, other the explainer, another is the accuracy checker, another one is the reporter. **Learner centered assessment** (Coombe and Kinney 1999); sharing with the students some assessment responsibilities may reinforce other areas, it may motivate students.

Listening Comprehension assessment tools: Selective listening: Recording specific information, dictation, transcription. Gist (comprehension questions, translation, making decisions, identifying sociolinguistic factors) Intensive tasks, cloze passages, information transfer, chart completion, sentence repetition, open ended question, short responses.

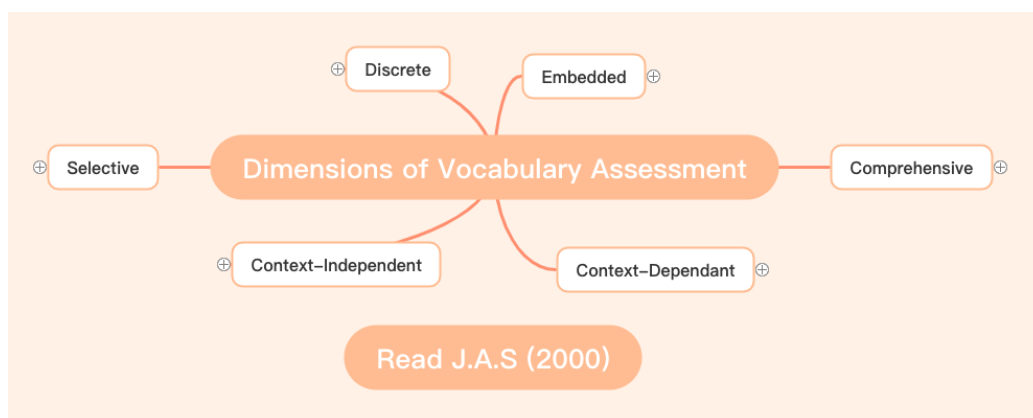
Reading comprehension assessment tools (Grabe 2009): Cloze, rational cloze (specific classes of words), modified cloze (offers multiple choice) C-test (supply randomly selected information, cloze elide (extra words meant to struck out), texts segment or text gap (moving around of whole sentences or paragraphs, free recall, summaries, alternative summary formats and information transfer formats (from text to graphics).

Speaking assessment tools (O'Malley 1996): tracking charts, picture cued descriptions or stories, radio broadcasts, video clips, information-gap activities, improvisations, oral reports, interviews, debates, presentations, story re-telling, and role plays, and these activities can be assessed using **holistic (general aspects) or analytic rubrics (specific aspects)**.

Writing assessment tools (O'Malley 1996): should be assessed according to the writing stage. Stage 1 prewriting: choose the topic, brainstorm ideas, choose vocabulary or key concepts, write a rough draft of the piece. Stage 2 starting the writing process, accuracy is not the goal, ss should type all the ideas, then students may change papers and provide feedback; finally in stage 3 post writing or revising and corrects errors and stage 4 editing process is when students should focus on mechanics grammar, punctuation, spelling and capitalization and these activities can be assessed using **holistic (general aspects) or analytic rubrics (specific aspects)**.

Vocabulary assessment tools (Read J.A.S 2000): role plays, word journals, discussions and vocabulary quizzes. There are **three types of lexicon: Unknown, acquainted and established**. It is important for vocabulary evaluation to take into account two components of communicative language ability: **language knowledge and strategic competence** as Read J.A.S mentions “learners need to know about vocabulary, grammar, sound system and spelling of the target language but they also need to be able to draw on vocabulary effectively for communicative purposes under normal time constrains”. This means teachers should evaluate vocabulary in the context of its use. Some other strategies to assess vocabulary within the classroom are **review vocabulary in the first minutes of the class (five to ten words), partner quizzes, self-rubrics to track their progress over new vocabulary**.

The following are the dimensions of vocabulary assessment according to Read J.A.S 2000:



To have a better look at the map and to display each dimension characteristics please log into: <https://gitmind.com/app/doc/3942160257A>

Grammar assessment: grammar assessment should always consider the three dimensions framework proposed by Larsen-Freeman (2001):

Form/structure: morphemes, phonemic/graphemic patterns, syntactic patterns.

Meaning/Semantics: Lexical meaning, grammatical meaning.

Pragmatics: Social context, linguistics discourse context and presuppositions context.

This means teachers should take into consideration that grammar is not only about form, but also about meaning and context, therefore we should design grammar tasks/tests that resemble a language function or real communication outside the classroom.

Within the context of Mexican Middle School Scenarios, a more traditional approach to assessment could be considered better, this is because of the level students present, which is A1 or A2 elementary users. Some TA like specific short answer tests could be better. Although, some production activities (like the unit products) can be used as well, even if they are mostly guided, and not autonomous activities students will be able to have a more authentic Process Based Assessment and therefore a more complete evaluation and feedback.

This is why it is crucial to include all kinds of evaluation tools to assess learning sequences; summative or more Traditional Assessment (**Kuhlman, N 2008:** like Multiple choice, cloze, true or false, fill in the gaps) and formative or more PBA or Process Based Assessment (**O' Malley 1996;** with writing or oral products that can be evaluated at the end of each unit, through holistic rubric indicators, all of these help teachers to give a more integral and complete assessment of students).

Formative Evaluation:

This evaluation will be assessed during the process of the class, while developing **guided readings, writings and listenings** and while presenting grammar focus, this type of assessment is mainly informal because it is done in the moment when students practice the language with the activities proposed; this is an important part of the evaluation because it can provide motivation for students to continue learning.

Formative evaluation will also be provided for the final activities of the lessons with the use of a **rubric** to assess the characteristics of the final presentations for these three-week lesson students will present a video where they will talk about the differences and similarities of some cultural aspects of different countries, the rubric will assess the

characteristics of these oral presentations with speaking speed, intonation and stress and rhythm (intelligibility level). And students will receive a written feedback according to their performance in the videos sent. When teachers work in a public secondary school it is very important the use of rubrics and to offer a written feedback; although sometimes especially when classes are face-to-face classes teachers might give assessment orally when teams or individually students present a final project.

Summative Evaluation:

The summative evaluation will be obtained through the recount of the points achieved with the activities provided throughout the lessons (checklist) and the final formal test, in the activities proposed there are several types of exercises, beginning from vocabulary glossaries, **cloze** activities and completing the charts.

Average of session one points plus session 2 and session 3 of UNIT 8 and the grade obtained in the Final Test <https://create.kahoot.it/details/489d1855-799e-473b-b6a1-cc7952a52c77>.

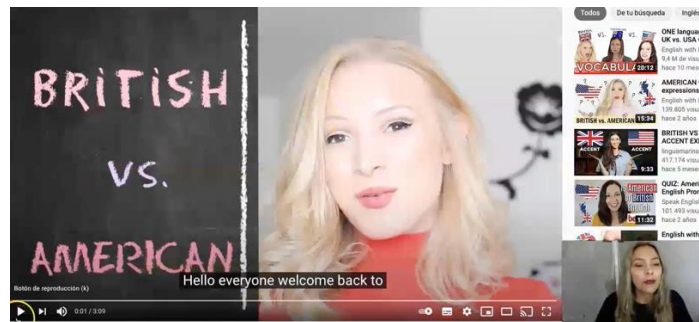
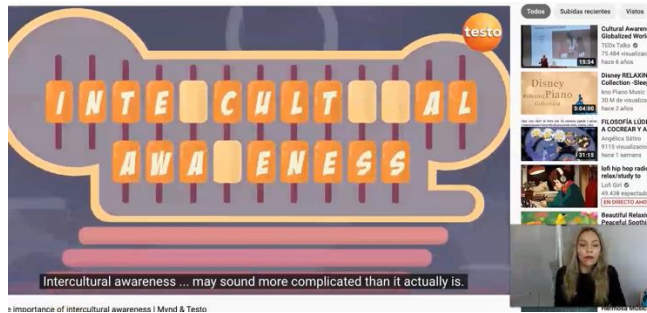
Final test was designed to evaluate learner's abilities/knowledge of the following:

- To identify some relevant cultural facts about USA, UK, Japan and Mexico.
- To identify the simple present and the simple past in sentences.
- To identify correct conjunctions in contrasting sentences. (While or Both)

Final Test is a traditional assessment tool that contains **multiple-choice** and **cloze** activities, it has **content validity** because it is about the unit 8 content. It has **reliability** because it has cloze exercises that resemble activities previously made in class for practice, and it is also **practical** because it is applied through a virtual platform which is **Kahoot**, this platform permits the teacher to have each student's results at hand and organized in the teacher's profile of the platform, the test format is also like some of the activities already proposed during classes, and the **gamification** of the test allows it to be less stressful for our students, and hopefully they would perform their best.

2.3 CLASS MATERIALS AND EVIDENCE.

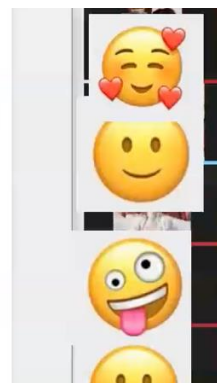
For the presentation of input, which was provided through receptive skills by authentic materials like videos, and texts.



Cultural Differences between Japan and the USA

Japan is one of the coolest destinations for Americans, but there are many differences between the USA and Japan that can cause **culture shock**. One example is formality. Japanese people are generally more formal and less friendly than Americans. For example, in America it is common for strangers to chat in an elevator and for waiters to ask about your day and how you are enjoying your food. In Japan, strangers don't usually talk to each other, and good service is formal and discrete. And in the USA it is important to leave a **tip**, but in Japan, people do not tip, it can even be an insult! Things can be different in the home, too. In the USA, it is very common for young people to move out of their parents' home when they finish school.

However, in Japan, people often live with their parents until they get married. One possible reason is that Japan is a **collectivist** culture, but the USA is more **individualistic**. In Japan, people generally find pride and happiness in the group they belong to, for example, their family, school, basketball team or the company they work for. This means that loyalty is important and is rewarded. In the USA, people find satisfaction in their own achievements and focus on their own goals and ambitions. They change jobs more often because it suits their own goals or plans. Of course, there are also many similarities between Japan and the USA; both are very modern countries with a lot of technology. And they share food, fashion and entertainment more and more.



For the practicing of language points several exercises were provided; all of them were guided practices because of the level of the students, it's not very common that they can do free activities although sometimes certain options for liberty in writing is provided, for the students that feel they can add some ideas of their own.

Listening: Track 18

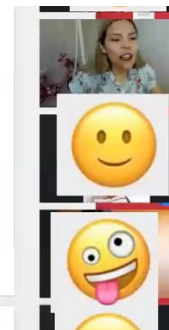
ACTIVITY 3: Complete the comparative sentences.

1-In the US they play _____, **while** in the UK they play _____ and _____.

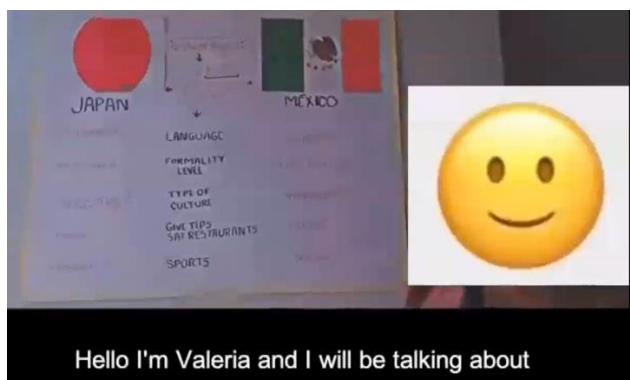
May 17th: Complete the chart with info about Mexico and complete the comparing sentences.

TOPIC	THE UNITED STATES 🇺🇸	THE UK 🇬🇧	MEXICO 🇲🇽
Sports	soccer	football, rugby, cricket	
Driving	on the right side of the road	on the left side of the road	
TV	just American shows	shows from all over the world	
Language	English	English	

1-**Both** The USA and Mexico play _____ **while** in The UK they also play _____.



For the presentation of speaking activities students were also provided with guided practice scripts but in the following case the student decided by herself to compare these two countries and to add some extra cultural aspects like sports in Japan which was not presented during classes.



2.4 ASSESSMENT TOOLS REFLECTIONS.

As stated before, there were two types of evaluation, a formative and a summative evaluation for this plan, formative evaluation of student's output were assessed through the speaking skill and with the use of the following rubric.

Formative evaluation rubric for Mini dialogues and Presenting Cultural Aspects video.

<p>Needs improvement (1 point)</p>	<p>Pronunciation and speaking speed, intonation and stress is not accurate, has several mistakes in rhythm as well. Low Intelligibility</p> <p>Feedback: You need to practice by listening in English as much as you can; try listening or watching the video class two or three times again, then say the mini dialogues aloud several times. Thank you.</p>
<p>Regular (2 points)</p>	<p>Pronunciation and speaking speed intonation and stress is sometimes accurate and sometimes is not, has some mistakes in rhythm as well. Medium Intelligibility.</p> <p>Feedback: You did ok, you need to practice by listening in English as much as you can; try listening or watching the video class two or three times again, then say the mini dialogues aloud several times. Thank you.</p>
<p>Good (3 points)</p>	<p>Pronunciation and speaking speed intonation and stress is generally good and accurate, has few to non-mistakes in rhythm. Good Intelligibility.</p> <p>Feedback: You did good, but it is never wrong to continue listening or watching things in English for pleasure. Try listening or watching monologues, music and or tv shows that you're interested in. Thank you.</p>

This rubric allowed the teacher to provide feedback to students and of course this assessment tool also let teachers know the level of proficiency that students have obtain,

in this case, the students in general had from “needs improvement” to “regular” performance during the presentation of their dialogues and video presentations, this is somehow expected because most of them are beginner users of the language, this is why it is fostered by the teacher and by the teacher’s feedback to continue practicing.

The formative assessment was provided with the use of several exercises throughout the unit, these exercises were provided with a number ponderation, which is established on the flowing checklist format, this helped to convert overall performance into a required formal number, only about 50% of students handed in all activities, the other 50% only handed in some or even none of the activities, the reasons vary as it has been stated before in the context presentation of this project.

Summative evaluation checklist:

STUDENT'S NAME:	
SESSION 1 CHECKLIST	POINTS OBTAINED
Forum activity	_____/1
Activity 1; Intercultural awareness tips	_____/2
Activity 2; Chart with American and British vocabulary.	_____/1
Activity 3; Kahoot game about vocabulary.	_____/1
Activity 4; Short mini dialogues written task	_____/2
Final activity. Saying the mini dialogues in England or USA.	_____/3
TOTAL	_____/10

STUDENT'S NAME:	
SESSION 2 & 3 CHECKLIST	POINTS OBTAINED
Activity 1; Vocabulary essay "Two Countries Divided by a Common Language"	_____/1
Activity 2; Simple present and simple past underlined sentences book page 68	_____/1
Activity 3; Comparing and contrasting sentences about USA/UK.	_____/1
Activity 4; Complete aspects about Mexico in the chart and fill in the gaps about comparing sentences about USA, UK and Mexico.	_____/1
Activity 5; Vocabulary essay "Cultural differences between Japan and the USA".	_____/1
Activity 6; Complete the chart Japan/USA	_____/1
Activity 7; Comparing and contrasting sentences about USA/JAPAN	_____/1
Final activity. Presenting Cultural aspects video.	_____/3
TOTAL	_____/10

For a formal final evaluation, a test was provided, this was done via Kahoot:

Report options: Challenge 🏆 Ends in 8 hours

Start date: May 18 2021, 1:20 pm

End date: May 21 2021, 11:00 pm

Hosted by lidia_ibarra_mar

Summary	Players (7)	Questions (10)		
All (7)	Didn't finish (1)	Search		
Nickname	Rank	Correct answers	Unanswered	Final score
2D Valeria	1	100%	—	9 578
Marely 2F	2	90%	—	7 399
2FGallardoivana	3	70%	—	6 518
REBECA 2A	4	60%	—	5 734
Valeria 2D.	5	70%	—	5 425
Berenice 2L	6	50%	2	4 731
Alyson 2F	7	50%	—	4 381

Students like the tests that are provided using this platform because it is motivating as it is presented in a game format.

The results here allowed the teacher to have a general view of the groups and their performance with the main grammar and objectives of the unit. In this case a few students got the top note while most obtained a medium note and some also got low grades, after having analyzed the results of this evaluation, a final fourth week of the unit will be used to reinforce/review the content that had the major problems withing the results of learner's evaluations.

Unit 8 Final Evaluation chart.

<u>UNIT 8 SUMMATIVE EVALUATION</u>	<u>TOTAL POINTS</u>	<u>SS OBTAINED:</u>
<u>SESSION 1</u>	<u>10</u>	
<u>SESSION 2 AND 3</u>	<u>10</u>	
<u>UNIT 8 KAHOOT FINAL TEST</u>	<u>10</u>	
<u>TOTAL / AVERAGE</u>	<u>30/3</u>	

2.5 CLASS RECORDINGS.

<https://drive.google.com/file/d/1LfouiPYDI0ktYW7myknTt12JN2HvOnmV/view?usp=sharing>

CHAPTER 3: EXPERIENCE REPORT.

The plan was implemented through a *hybrid system*, every week there were two types of classes, one was provided recorded in video class and the other one was provided through Zoom platform.

In session 1 the recorded video class presented grammar and activities that students developed on their own and the zoom class provided a space for checking and correcting the activities and also students presented the final activity, the mini dialogues were students worked in pairs online and presented the mini dialogues, here the students choose a scenario (restaurant, clothes store, car or sports related) and had to use polite questions for requests and the appropriate vocabulary (American or British English). This activity was fun for the students because they like to choose from options and not knowing what flag (USA or UK) flag they were going to get makes things more dynamic, most of the students got a score of one to two points in the rubric, meaning that most are in the area of needing improvement to regular performance.

In session 2 and 3 the recorded video classes presented were mainly to introduce schema activation questions and vocabulary needed for the zoom class, then the zoom session was provided where students were presented with some written texts (essays about culture) and the grammar focuses. Students got to do some listening, reading and writing activities mainly that were corrected and assessed right in the class through group participations, and finally, students presented a project video where they talked about cultural aspects of different countries using a summarized chart. This activity showed students integration of the knowledge of the unit because they presented cultural facts of two different countries using the unit's grammar. Most of the students got a score of one to two points in the rubric, meaning that most are in the area of needing improvement to regular performance, and these results are expected because most have very basic proficiency levels and need to continue practicing.

CHAPTER 4: CONCLUSIONS.

It has been a thought school this 2020-2021 cycle, because there hasn't been face to face classes due to the COVID pandemic, however students and teachers have adapted to some degree to this situation.

The development of this plan was mostly successful with students, unfortunately, most students in this context couldn't connect to the Zoom platform classes due to many different reasons, from economic to situational and so on, therefore, most of the students weren't able to receive the informal feedback of activities in progress that teachers often provide in face-to-face classes.

Through virtual classes it is also less possible to have students engage into group or pair dynamics. Even so the main objective of the plan which was: To identify some relevant cultural facts about USA, UK, Japan was achieved because no matter the proficiency level reached by the students (through all assessment and testing), they were able to know and identify some relevant cultural information of other countries; this will impact on their Intercultural awareness skills because they are learning that people are and behave differently in different cultures and in different aspects. It is ok to be different and thus this will foster the values of respect and tolerance, which are the base for a better society.

Finally, teachers should always be trying to motivate students, and more importantly to promote intrinsic motivation (the one that comes within oneself) so that students find learning enjoyable by creating positive learning environments, also constant updating and improvement of teachers is crucial, this is why specializations like this one provided by Universidad Pedagogica Nacional are of high importance to improve Mexican teacher's knowledge and preparation which will, without a doubt, impact positively in Mexican classrooms.

CHAPTER 5. APPENDIXES AND REFERENCES.

5.1 STUDENTS EVIDENCE.


Session 1:


Forum activity (1 point)




 **Lidia Ibarra** 18 de marzo a las 11:53 · 👤



Hello guys ! Next week we will have an introduction to Unit 8: Comparing Cultural Aspects, which we will begin after Semana Santa Vacations in April; and I want you to look at this picture and tell me...



What are these people doing?
They're..
a) greeting each other.
b) kissing.... [Ver más](#)






 Rebeca Loaiza y Veronica Cisneros 14 comentarios

 Me gusta  Comentar  Compartir

 **Rebeca Loaiza**
C) GREETING EACH OTHER
[Me gusta](#) · Responder · 6 d  1

 **Mariela Escobedo**
a) greeting each other.  1
[Me gusta](#) · Responder · 6 d

 **Mario Esteban**
Greeting each other  1
[Me gusta](#) · Responder · 6 d

 **Gladys Colado**

Valeria Michel Burgueño Becerra. 2D. 23-marzo-2022

Revisado

INTERCULTURAL SKILLS PROMOTING CLASS

Act. 1.

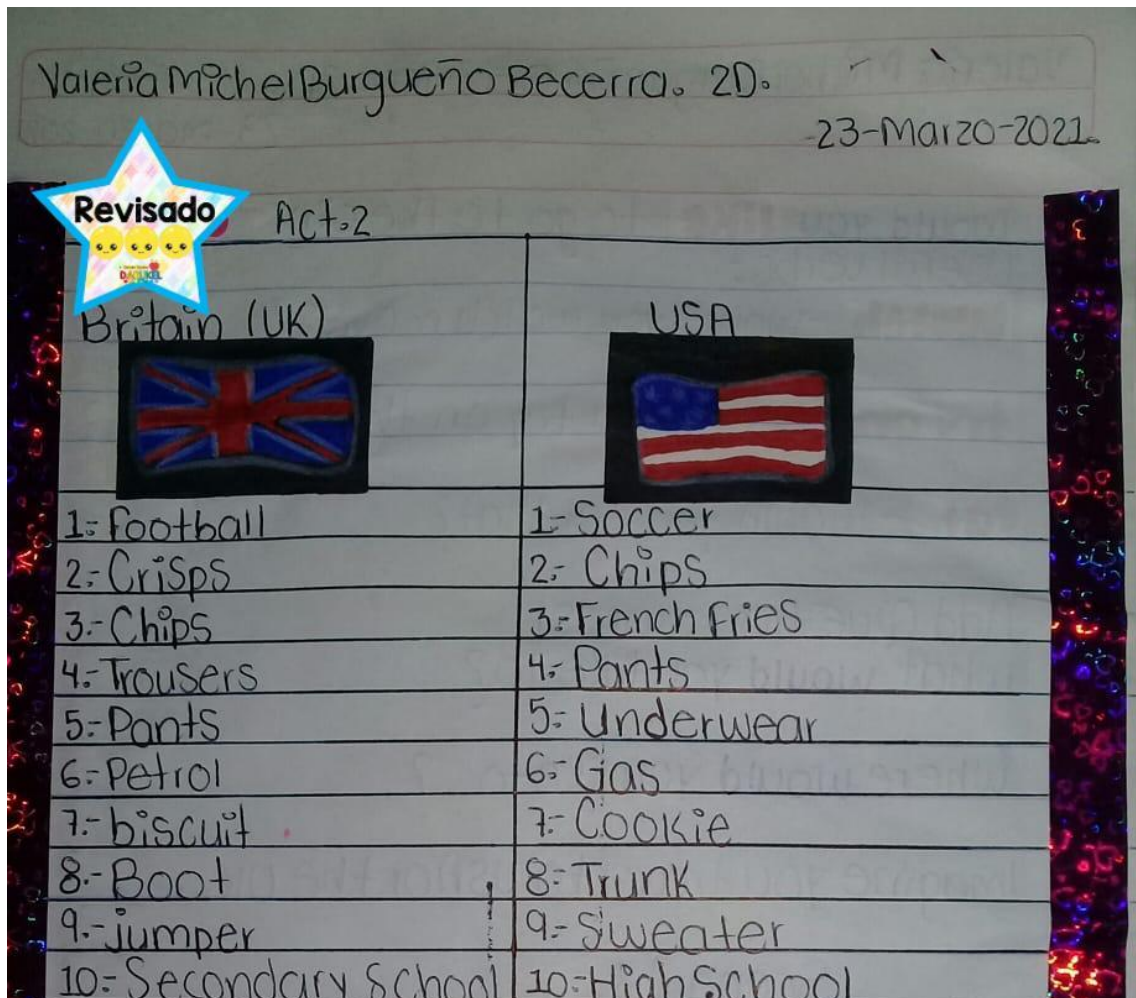
What is Intercultural Awareness? To understand the differences between cultures.

How do we gain Intercultural awareness?

Ten tips:

- 1.- Be open to new encounters. (Open-mindedness)
- 2.- Curious for new experiences. (Curiosity).
- 3.- Don't be afraid. (No Fear).
- 4.- Be vigilant and observe, so you won't make a faux pas. (Vigilance).
- 5.- Of course, respect foreign customs, rituals, and culture. (Respect).
- 6.- Be patient. (Patience).
- 7.- Tolerance.
- 8.- Kind-Heartedness
- 9.- Share your culture.
- 10.- Share your experiences.

Activity 2; Chart with American and British vocabulary. (1 points)



Activity 3; Kahoot game about vocabulary. (1 point)

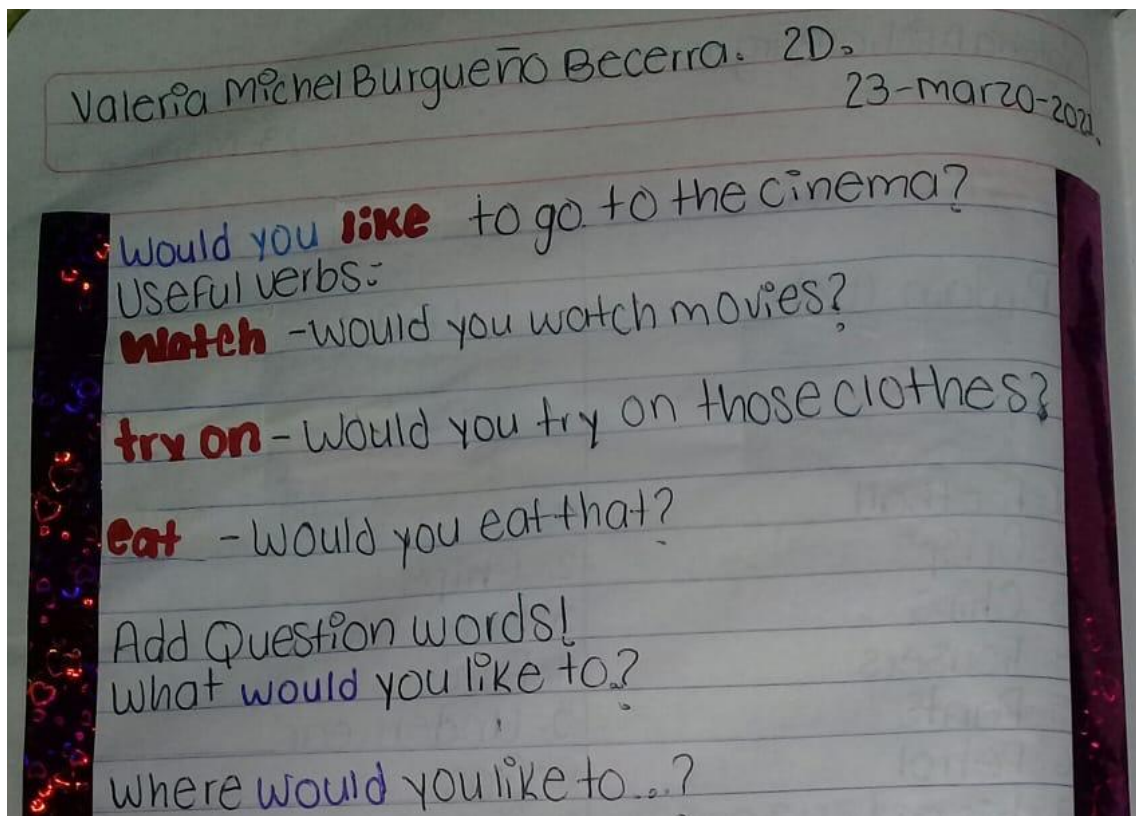
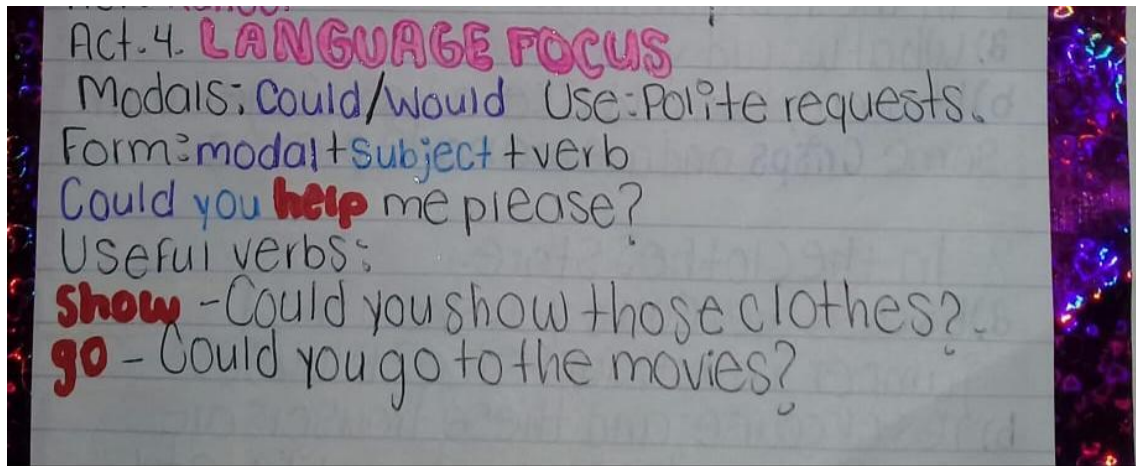
British vs American English

Start date: Mar 16 2021, 7:54 pm
End date: Apr 13 2021, 12:00 pm
Hosted by lidia_ibarra_mar

Summary Players (9) Questions (10)


All (9)	Need help (2)	Didn't finish (1)	Search			
Nickname	Rank	Correct answers	Unanswered	Final score		
2D Valeria	1	100%	—	8 580	⋮	
IvanaGallardo2F	2	100%	—	7 389	⋮	
Burgueño 2D.	3	78%	—	6 410	⋮	
Valeria 2D.	4	89%	—	6 181	⋮	
Rebeca 2A	5	67%	—	5 465	⋮	
Alyson Viera 2F	6	67%	—	5 439	⋮	
Marely Torres 2	7	67%	—	5 141	⋮	
Rebeca Ioaiza 2	8	33%	—	2 712	⋮	

Language focus.



Activity 4; Short mini dialogues written task. (2 points)

Scenarios



1. - In the restaurant...

- a) What would you like to eat?
- b) Hmmm; I would like a hamburger with some **Crisps** and a lemonade please.

2. - In the clothes store...

- a) Excuse me; Could you show me that red jumper in medium size? Please.
- b) Yes of course; and these trousers are very fashion too; would you like to try them on?

Valeria Michel Burgueño Becerra - 2D-
23-marzo-21


3. In the car...

- a) would you like to go shopping?
- b) Yes, I'd love to but first let's stop at the petrol-station to fill up the tank.

4. Sports...

- a) would you like to watch The Manchester United football game on Friday?
- b) yes; the Manchester United is my favorite team!

USA



1. In the restaurant...

a) What would you like to eat?

b) Hmmm; I would like a hamburger with some **French fries** and a lemonade please.

2. In the clothes store...

a) Excuse me; could you show me that red **sweater** in medium size? Please.

b) Yes of course; and these **pants** are very Fashion too; would you like to try them on?

3. In the car...

a) Would you like to go shopping?

b) Yes, I'd love to but first let's stop at the **gas**- station to fill up the tank.

4. Sports..

a) Would you like to watch The Manchester United **Soccer** game on Friday?

b) Yes; the Manchester United is my favorite team!

Final activity. ZOOM class saying the mini dialogues in England or USA. (3 points)

<https://drive.google.com/file/d/1LVnfw4Ftje2fpw8ejNLLxxPzND5dmECX/view?usp=sharing>


Sessions 2 and 3:

Activity 1; Vocabulary essay "Two Countries Divided by a Common Language" (1 point)

Valeria Michel Burguero Becerra. 2D.
06-Mayo-21.

ACT.1- VOCABULARY

- **Glance**: ^{verb} take a brief or hurried look.
"Ginny glanced at her watch"
- **Share**: ^{verb} have a portion of (something) with another or others.
"he shared the pie with her"
- **Cricket**: a sport in which two teams of eleven players try to score runs (= points) by hitting a small, hard ball with a bat, and running between two sets of small wooden posts.
- **Polite**: ^{adjective} having or showing behavior that is respectful and considerate of other people. "They thought she was wrong but were too polite to say so".
- **Road**: ^{noun} a wide way leading from one place to another, especially one with a specially prepared surface which vehicles can use.
"a country road"
- **Make sense**: be intelligible, justifiable, or practicable. "it makes sense to start saving early for higher education".
- **Stuff**: matter, material, articles, or activities of a specified or indeterminate kind that are being referred to, indicated, or implied. "She's good at the technical stuff".



Activity 2; Simple present and simple past underlined sentences book page 68. (1 point)

Unit 8

Comparing Cultural Aspects

Environment: Literary and Ludic

Social Practice: Read short literary essays in order to contrast cultural aspects.

Communicative Activities: Understanding oneself and others

Product: A comparative chart

Reader: *Market Day*

Achievements:

- Review short literary essays.
- Read and understand general meaning, main ideas and details of literary essays.
- Describe and compare cultural aspects.

1 Read the title of the essay and predict what it is about.

Valeria Buqueno. 14-Mayo.

Two Countries Divided by a Common Language

Introduction

At first glance, it might seem that the US and the UK have a lot in common: they share a language and several centuries of history. However, after almost 250 years apart, each of the cultures has become unique. Let me tell you about my experience. I am American, and I came to live in England with my family two years ago because my father started working at London University. It was surprising to discover that there are a lot of cultural differences.

Body

The first thing I noticed was the language. On one hand they speak the same language; on the other hand, their accents differ and they use different words from us. For example, they don't say elevator, they say lift, a taxi is a cab and French fries are chips (and chips are crisps!). Some people say that British English is more elegant and polite, but they would be surprised to discover that there are many different accents in the UK – people in the North of England sound very different from people in the South, and people from Scotland are almost impossible for me to understand!

In the UK, they drive on the left side of the road. It is quite strange for those not used to it, and can be dangerous when crossing the road. Always remember that the traffic comes from the other direction!

Another thing is the sports. They call *soccer* football and it makes much more sense – you kick the ball with your foot! They play rugby (I got on the team last week!) and cricket, but that is more boring than anything.

And finally, the TV shows are great! They have stuff from all over the world – unlike us who love our American shows the most!

As you can see, even though both countries share the same language, they are actually quite different.

Conclusion

Activity 3; Comparing and contrasting sentences about USA/UK. (1 point)

Valeria Burguena. 2D. 06-Mayo-21

ACTIVITY 3 Complete the comparative sentences.

1. In the US they play soccer, while in the UK they play rugby and cricket.
2. In the UK they drive on the left side while in the US they drive on the right side of the road.
3. While the British watch shows from all over the world, Americans watch just American shows.
4. Both the US and UK share the language.
5. While Americans say, "French fries" the British say "chips are crisps".

Activity 4; Complete aspects about Mexico in the chart and fill in the gaps about comparing sentences about USA, UK and Mexico. (1 points)

Valeria Michel Burgueno Becerra **2D Group**
Date: 17-Mayo-21

FINAL ACTIVITY WEEK 1:

USA	UK	Mexico
Speak English	Speak English	Speak Spanish
Drive on the right side of the road	Drive on the left side of the road	Drive on the right side of the road
Watch TV shows from all over the world	Watch TV shows from all over the world	Watch TV shows from all over the world
Play soccer	Play soccer	Play soccer

- Both The USA and Mexico play soccer.
- Both Mexico and The US drive on the on the right side of the road.
- While the British and Mexicans watch shows from all over the world. The Americans watch only American shows.
- While Americans and British speak English Mexicans speak Spanish.

Valeria Michel Burgueno Becerra. 2D.
18-Mayo-21.

Cultural Differences between JAPAN and the USA

Culture shock ^{noun} the feeling of disorientation experienced by someone who is suddenly subjected to an unfamiliar culture, way of life, or set of attitudes.



Stranger ^{noun} a person whom one does not know or with whom one is not familiar.
a person who does not know, or is not known in, a particular place or community.

Tip ^{verb} To give someone who has provided you with a service an extra amount of money to thank them.
- The taxi driver was so rude to her that she didn't tip him.

Move out ^{verb} Leave one's place of residence or work.

Always ^{adverb} Frequently,
usually ^{adverb} many times.
often ^{adverb}
sometimes ^{adverb}
Rarely ^{adverb}
Never ^{adverb}

Collectivist ^{adjective} Relating to the practice or principle of giving a group priority over each individual in it.

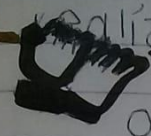


Valeria Michel Burguenos Becerra

2D

18-Mayo-21

Individualistic ^{adjective} characterized by individualism, independent and self-realization.



Pride ^{noun}

A feeling of deep pleasure or satisfaction derived from one's own achievements, the achievements of those with whom one is closely associated, or from qualities or possessions that are widely admired.

Belong to ^{verb} Be the property of. "the vehicle did not belong to him".



The quality of being loyal.

Loyalty ^{noun}

Achievements A thing done successfully, typically by effort, courage, or skill.



Activity 6; Complete the chart Japan/USA. (1 point)

Valeria Michel Burguero Becerra **20 Group**
Date: 18-Mayo-21

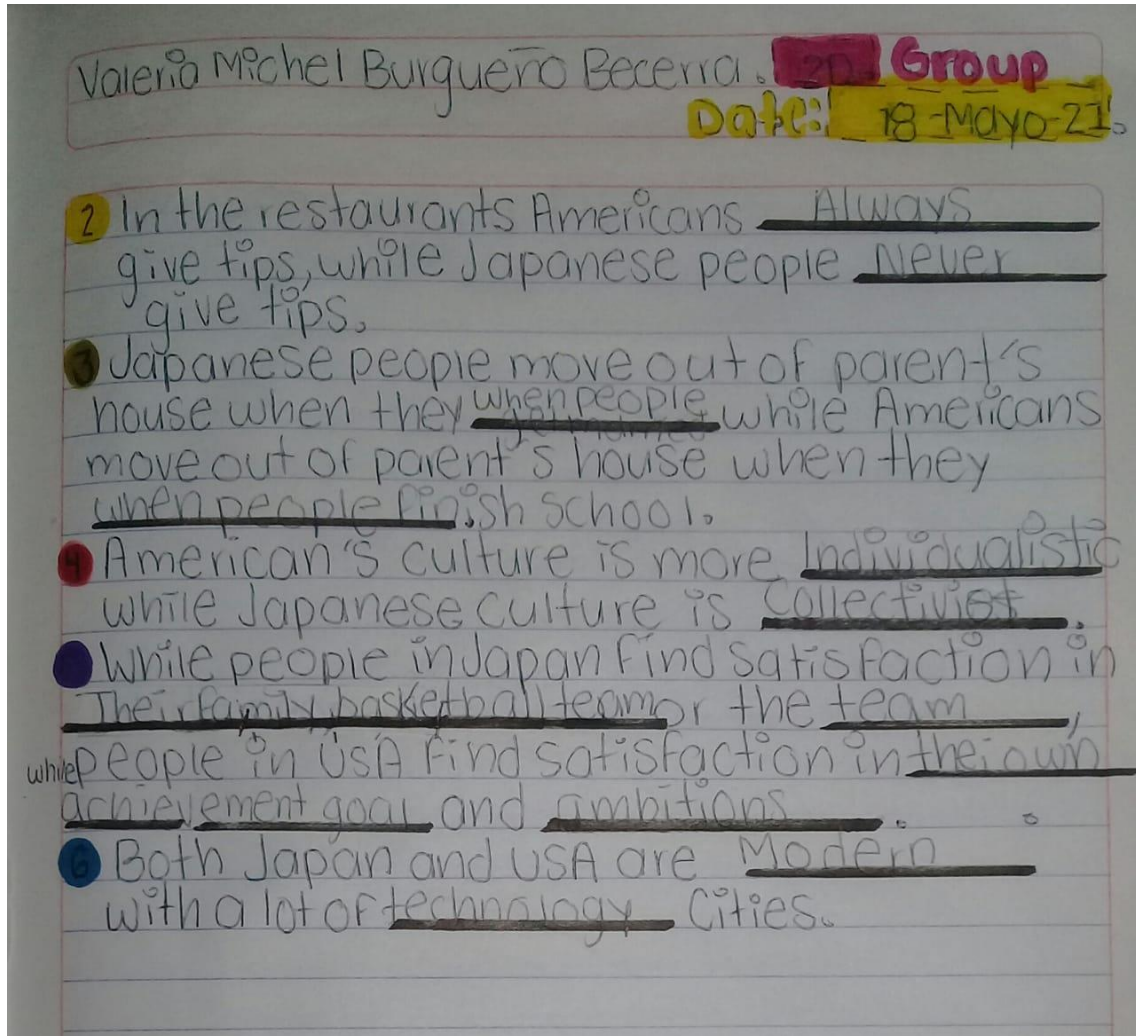
Activity 6: Complete the chart.

	JAPAN	THE UNITED STATES OF AMERICA (USA)
Formality level (more or less)	More formal	Less formal
Give tips at restaurants (never/always)	Never	Always
Circumstances for moving out from parent's house	when people get married	when people finish school.
Type of culture	collectivist	Individualistic
People find pride and satisfaction in...	Their family, basketball, team.	Their own achievements, goals and ambitions
Type of countries	Modern with a lot of technology	Modern with a lot of technology

Activity 7: Write/complete sentences comparing and contrasting USA and Japan.

1 In Japan people are More formal.
 While in the USA people are Less formal.

Activity 7; Comparing and contrasting sentences about USA/JAPAN. (1 point)



Final activity. Presenting Cultural aspects video. (3 points)

https://drive.google.com/file/d/1LP4GRpn2usGIX6Jge1phAN_46bzgeccA/view?usp=sharing

5.2 BIBLIOGRAPHY.

All readings from EEALIEE platform by Universidad Pedagógica Nacional (UPN) Mexico. Module 1 and Module 2 and Module 3 Retrieved in June 2021. From:
<http://eeale.upnvirtual.edu.mx/my/>

Brown, H.D. (2007). **Teaching Writing**. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. White Plains: Pearson-Longman.

Hyland, K. (2002). *Second Language Writing. Chapter 1, Writing and Teaching Writing*. (pp. 1-30). City University of Hong Kong. Cambridge University Press.

Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. New York, Cambridge University Press: pp. 3-18.

Byram, M., Gribkova, B., & Starkey, H. (2002). **Developing the intercultural dimension in language teaching: a practical introduction for teachers**.

Cook, V. (2001). *Second Language Learning and Language Teaching*. Oxford: Oxford University Press.

Secretaría de Educación Básica (2006). *Secundaria. Programas de Estudio 2006. Lengua Extranjera Inglés*. México. SEP, p. 23

Hymes, D.H. (1971). *On communicative competence*. Philadelphia: University of Pennsylvania Press.

Byram, M., Gribkova, B., & Starkey, H. (2002). *Developing the intercultural dimension in language teaching: a practical introduction for teachers*.

Bloom, B.S. (Ed.). Engelhart, M.D., Furst, E.J., Hill, W.H., Krathwohl, D.R. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.
Retrieved in May 2021 from:
<http://www.nwlink.com/~donclark/hrd/bloom.html>

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press, p. 57

Nunan, D. (1988) *Principles for designing language teaching materials*. Guidelines, 10

Brown, H. Douglas. (2004). **Language assessment: principles and classroom practices**. New York: Pearson/Longman.

O'Malley and Valdez Pierce's, cited by Kuhlman, N. (2008). **An Introduction to Language Assessment in the K-12 Classroom**. ELT Advantage modules.

Ghaith, G. 2002. **Using cooperative learning to facilitate alternative assessment.** *English Teaching Forum*, 40(3), 26-31. Retrieved from <http://exchanges.state.gov/englishteaching/forum/archives/docs/02-40-3-h.pdf>

O'Malley, J. Michael & Valdez Pierce, Lorraine (1996). **Authentic assessment for English language learners: Practical approaches for teachers.** In Natalie Kuhlman (Ed.) *An Introduction to Language Assessment in the K-12 Classroom*. ELT Advantage modules.

Read, J. A. S. (2000). **Assessing vocabulary.** Cambridge: Cambridge University Press, p. 5

Larsen-Freeman, D. (2001). **Teaching Grammar.** In Celce-Murcia, M. (ed.) *Teaching English as a second or foreign language*. Third Edition. United States of America: Heinle & Heinle. Thomson Learning.